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ABSTRACT

This is a project brief on the American Association of Community Colleges (AACC) Teaching Scholar Partnerships (TSP) project, which is designed to reduce the shortage of qualified science and math educators in elementary, middle, and secondary schools. The Council of Independent Colleges (CIC) and the National Science Foundation (NSF) also supports the project. The TSP project held a national grant competition and selected 10 community colleges and 18 four-year colleges and universities in diverse areas of 17 states to participate in a pilot study. The colleges received 2-year implementation grants of $30,000. The colleges utilized this funding to help promote the following TSP objectives: (1) enriching and strengthening the learning experience of K-12 math and science students; (2) encouraging undergraduate science, engineering, math, and computer technology students to consider K-12 math and science instruction as a career option; and (3) generating national attention on the vital and necessary contributions of K-16 partnerships. The brief highlights projects initiated by the 10 chosen community colleges. Projects include: (1) after-school math, science, and computer tutorial programs; (2) workshops on teaching and classroom management; (3) workshops on alternative assessment models and different student learning styles; (4) journals/portfolios of TSP tutors, mentors, and students; (5) technical assistance/training to K-12 teachers; and (6) "best practices" seminars. Contact information to TSP community colleges and Web site addresses for TSP supporting organizations conclude the brief. (MKF)

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Engaging Students: Teaching Scholar Partnerships
AACC Project Brief

Faith San Felice and Lynn Barnett

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TEACHING SCHOLAR PARTNERSHIPS

PROJECT BRIEF

Engaging Students: Teaching Scholar Partnerships

by Faith San Felice and Lynn Barnett

The American Association of Community Colleges, in partnership with the Council of Independent Colleges (CIC) and the Independent Colleges Office (ICO), developed the *Teaching Scholar Partnerships* (TSP) project in 2001 with support from the National Science Foundation. TSP brings together two- and four-year institutions seeking solutions to the shortage of qualified science and math educators in elementary, middle, and secondary schools. Through grant competitions, review teams for the three national organizations selected 10 community colleges and 18 four-year colleges and universities located in diverse settings in 17 states to participate in a pilot project. Their involvement as TSP Colleges comes with two-year implementation grants of $30,000 each. TSP objectives are to:

- enrich and strengthen the learning experience of K-12 students in mathematics and science,
- encourage undergraduate students in science, technology, engineering, and mathematics (STEM) to consider K-12 math and science teaching as a career option, and
- generate national attention on the critical contributions that collaborative K-16 partnerships make to ensure the vitality of local schools.

TSP promotes the importance of best practices in teaching and learning, in accordance with the national standards in K-12 science and mathematics education. The undergraduates, called Teaching Scholars, learn to develop and implement lessons based on the national standards, incorporating inquiry-based teaching methods and technology. Reflection and critical analysis are key components of local TSP projects. TSP Colleges collaborate with their local K-12 schools to introduce Teaching Scholars to K-12 classroom teaching. College faculty and K-12 teachers mentor the Teaching Scholars, providing support and guidance throughout the program. In most cases, the college students receive scholarships or stipends. Partnerships with local schools and other groups offer opportunities for hands-on teaching and learning. Service learning is sometimes built into the partnerships.

Experienced practitioners from five community colleges serve on the AACC TSP Mentor Team. Each works closely with two TSP community colleges and as a team they help guide the national pilot project. During the first year of the pilot project, 43 of the 136 Teaching Scholars were community college students.

TSP Community Colleges

Asnuntuck Community College, CT
Central Florida Community College, FL
Cerritos College, CA
Delta College, MI
Ivy Tech State College-Bloomington, IN
Lansing Community College, MI
Northwestern Connecticut Community College, CT
Orange Coast College, CA
South Mountain Community College, AZ
Waycross College, GA

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Asnuntuck Community College

After-School Computers

Located in Enfield, Connecticut, Asnuntuck Community College serves eight communities in north-central Connecticut. The After School Computers project is a dynamic partnership between the college and The After School Program, a community-based remedial program for at-risk children. Six community college students (Teaching Scholars) majoring in computer technology or pre-engineering instruct approximately 30 elementary students in computer etiquette, keyboarding, basic computer skills, Microsoft Office applications, and Internet Explorer. The young Computer Scholars use graphics programs and digital images to produce personalized books. Teaching Scholars participate in five weeks of preservice training in teaching methods, observation, and best practices in presentation and classroom management.

Program Highlights

- Subject area: computer technology
- Number of Teaching Scholars in pilot project: 6
- Field experience: 2 hours per week for 8 weeks
- Workshops: developmental psychology, alternative assessment, electronic portfolio development, classroom management
- Career sessions for future teachers
- In-service workshops with the local school district

Partners

- The After School Program
- Alcorn Elementary School
- Enfield Public School System

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www.acc.commnet.edu
Enrollment: 1,719

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Central Florida Community College

Central Florida Teaching Scholars

The CFCC Teaching Scholar staff and advisory board require Teaching Scholars to commit two years to the CFCC TSP Program. To determine a Teaching Scholar's level of commitment to the program, every prospective student must provide a written application, a recommendation from a faculty member, and a statement of interest.

The Teaching Scholars begin their experience with a semester of intensive training in student-centered instruction and problem-based learning at the middle school level. Required observations allow the Teaching Scholars to get to know the middle school students and culture before they begin serving in the science and math classrooms. Teaching Scholars must prepare and teach two lessons every month. They meet regularly with faculty subject advisors, including their college faculty mentors and their K-12 teacher mentors to review content materials and teaching strategies. The college strives to promote both an enthusiasm for teaching as a career and a keen interest in education as a valid academic pursuit.

Program Highlights

- Subject areas: general science and math
- Number of Teaching Scholars in pilot project: 7
- Field experience: 10 hours per week for 2 years
- Tutoring for middle school students
- Presentations ("Why I'm a Teaching Scholar") offered to middle and high school students
- Video ("So You Think You Want to Teach") for local access cable
- Workshops: teaching and learning styles, math and science technology, and "best practices"
- Service learning experience

Partners

- Howard Middle School
- Discovery Science Center

CONTACT INFO

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Cerritos College

Cerritos College Teacher TRAC-TSP

The Teaching Scholar Partnerships program allows Cerritos College to expand its Teacher TRaining ACademy (Teacher TRAC) into a formal pathway for future K-8 teachers concentrating in mathematics or science. Cerritos serves a culturally diverse community in southeastern Los Angeles County. The TSP project attracts Cerritos science and math students who previously had not considered teaching as a career option. Collaboration between elementary and college faculty mentors promotes reflection on instructional methods and assessment, and fosters appropriate change in content delivery.

Teaching Scholars transfer to one of Cerritos College's partners in the state university system to complete their baccalaureate degree and receive their teaching credentials with a concentration in mathematics or science. The relationship between the Teaching Scholars, college mentor, and university partners facilitates a seamless transition from the community college to the university.

Program Highlights

- Subject areas: general science and mathematics
- Number of Teaching Scholars in pilot project: 7
- Field experience: 150 hours over 2 years
- Professional development experiences
- TSP placement in an elementary "California Distinguished School," in an empowerment zone

Partners

- Intensive Learning Center, Bellflower Unified School District
- California State University–Long Beach, College of Education
- California State University–Long Beach, College of Natural Science and Mathematics

CONTACT INFO

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11110 Alondra Blvd.
Norwalk, CA 90650
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Delta College

Teaching Scholar Partnership

Delta College aims to increase the participation, academic achievement, and retention of underrepresented populations in science. Its TSP project focuses on middle and high school students and also provides professional development to middle and high school science teachers. The Delta TSP team plans to disseminate information from their TSP project for replication by other colleges.

Delta Teaching Scholars work with Teacher Mentors in Webber Middle School, Central Middle School, and Saginaw High School science classrooms. College Mentors supplement the middle and high school classroom experience through weekly meetings with Teaching Scholars about teaching methods and delivery, classroom management techniques, laboratory safety, and instructional goals, objectives, outcomes, and assessment. With guidance from their mentors, the Teaching Scholars develop inquiry-based labs to improve student understanding of the scientific method as well as specific content areas.

Program Highlights

- Subject areas: biology and environmental science
- Number of Teaching Scholars in pilot project: 3
- Field experience: 6-15 hours per week in classrooms
- Advisory Board actively involved in all aspects of TSP planning and implementation
- Workshops: inquiry-based instructional models, developing inquiry-based projects, classroom management techniques, laboratory safety, assessment techniques of student learning
- Feedback sessions for Teaching Scholars and Teacher Mentors

Partners

- School District of the City of Saginaw
- Webber Middle School
- Central Middle School
- Saginaw High School
- Wright-K Technology Inc.

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Delta College
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University Center, MI 48710
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www.delta.edu
Enrollment: 9,599

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Ivy Tech State College-Bloomington

"Adopt-a-School" Partnership/ Teaching Scholar Partnerships Program

The Teaching Scholar Partnerships program expands the existing Adopt-A-School Partnership program between Ivy Tech-Bloomington and Bloomington High School North. The Ivy Tech TSP experience begins with nine weeks of orientation followed by a rotation through five high school classes over five nine-week sessions. Ivy Tech's project combines classroom observation and selected field activities with an opportunity to evaluate learning environments with professional educators. The Teaching Scholars gain experience in lesson planning, direct instruction, and curriculum development using technical skills gained through college courses. The TSP experience culminates with an interdisciplinary project designed and presented by the Teaching Scholars.

Program Highlights

- Subject areas by department: technology education (communication processes, manufacturing systems), business information (computer programming, computer applications), math (algebra II, geometry), music (vocal)
- Number of Teaching Scholars in pilot project: 5
- Field experience: 3-5 hours per week in high school
- Reflective journal of TSP experience
- Technical support for high school teachers
- Certified Internet Webmaster training for Teaching Scholars and mentors

Partners

- Bloomington High School North
- Monroe County Community School Corporation

CONTACT INFO

Ivy Tech State College-Bloomington
3116 Canterbury Court
Bloomington, IN 47404
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Lansing Community College

Teaching Scholar Partnerships Program

Lansing Community College's TSP efforts aim to enrich and strengthen the learning experience and content knowledge of K-12 students, including special needs students, in mathematics, science, and technology while encouraging community college students to consider career paths in education. Teaching Scholars develop resource materials with the partnering school districts to enrich the K-12 curriculum. The Teaching Scholars' schedules begin with an orientation workshop and three weeks of K-12 classroom observation, followed by a mid-semester seminar on best practices in teaching and learning. The Teaching Scholars then spend three weeks working directly with K-12 students. Both Teaching Scholars and mentors chronicle their experiences in reflective journals. The semester concludes with a community-wide forum that showcases the community college students' classroom experiences.

Program Highlights

- Subject areas: elementary integrated science, elementary and secondary mathematics, secondary chemistry, physics, and biology
- Number of Teaching Scholars in pilot project: 7
- Field experience: 50 hours per semester
- Orientation and "best practices" workshops
- Reflective journals maintained by Teaching Scholars and mentors
- Presentations by Teaching Scholars at local community-wide forum

Partners

- Capital Area Science and Math Center
- Leslie Public Schools
- DeWitt Public Schools
- St. Johns Public Schools
- Holt School District

CONTACT INFO

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Lansing, MI 48901
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Northwestern Connecticut Community College

Partnering in Learning Science (PALS)

The Partnering in Learning Science project is a partnership between Northwestern Connecticut Community College, Northwestern Regional High School, and Barkhamsted Elementary School.

Working with K-12 and college mentors, Teaching Scholars develop enrichment kits that explore a variety of scientific topics including simple machines, bird identification, matter and the human body, water ecology, and biotechnology. Teaching Scholars develop and implement lesson plans for elementary and secondary classes to accompany the kit activities. An advisory committee consisting of K-12 administrators, college administrators, staff from the Sharon Audubon Center, and a college student oversees the PALS project.

Program Highlights

- Subject areas: biology, chemistry, and physics
- Number of Teaching Scholars in pilot project: 4 in fall 2001
- Field experience: 109 hours in elementary and high school classrooms
- Formation of Future Teachers Club
- Advisory committee
- Reflective journals
- Videotape of Teaching Scholars in elementary school classrooms
- Water ecology field study for 30 high school students at state park

Partners

- Barkhamsted Elementary School
- Northwestern Regional High School District #7
- Sharon Audubon Center

CONTACT INFO

Northwestern Connecticut Community College
Park Place
Winsted, CT 06098
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www.nwcc.commnet.edu
Enrollment: 1,698

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100 Battistoni Dr.
Winsted, CT 06098
Phone: 860-379-8525

Orange Coast College

Teaching Science Together

Orange Coast College and the Newport-Mesa Unified School District (NMUSD) developed the "Teaching Science Together" project to introduce community college science students to the teaching profession. The Teaching Scholars enroll in a one-unit directed-studies course and complete a workshop on diversity presented by the Orange County Department of Education. All Teaching Scholars attend a teaching workshop presented by *Beckman@Science*, an organization that promotes science as a core subject throughout a child's entire elementary school education.

Working with a NMUSD master teacher, Teaching Scholars spend four hours per week teaching in a K-12 classroom. Teaching Scholars maintain a journal of their TSP experiences, produce a final collaborative report, and present a paper at a local professional conference. Project evaluation is the joint responsibility of college faculty, NMUSD teachers, and college students.

Program Highlights

- Subject areas: biology, earth science, and mathematics
- Number of Teaching Scholars in pilot project: 9
- Field experience: 40 hours per semester
- Placements: elementary, middle, and high school
- Service learning experience
- Internship as traveling scientist with Orange County Department of Education "Inside the Outdoors" program
- Professional development opportunities in biology, astronomy, and geology
- Participation in Science Night, a program of Project Tomorrow

Partners

- Newport-Mesa Unified School District
- Orange County Department of Education (OCDOE)
- OCDOE "Inside the Outdoors" program
- *Beckman@Science*
- Project Tomorrow

CONTACT INFO

Orange Coast College
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Costa Mesa, CA 92626
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South Mountain Community College

Teaching Scholar Partnerships

South Mountain's Dynamic Learning Program in Phoenix is a "grow our own" teacher education program. Community college students participate in a four-semester cohort block program that enables them to experience integrated courses taught by a team of instructors with a common educational philosophy and vision. Through a strong partnership between South Mountain Community College and the College of Education at Arizona State University, students meet the requirements for admission into the professional teacher education program at the university. Students have a four-semester internship in inner-city schools with mentor teachers where they conduct observations, keep journals, plan lessons, tutor, and teach lessons. The program emphasizes technology use to enhance learning.

Program Highlights

- Discipline: mathematics
- Number of Teaching Scholars in pilot project: 40
- Field experience: 25 hours per semester for 4 semesters
- Participation of 45 K-12 teachers
- Two-day FAMILY MATH training
- Individual electronic portfolios designed around the national teaching standards
- Multimedia training

Partners

- Valley View Elementary (Roosevelt Elementary School District)
- William T. Machan Elementary (Creighton Elementary School District)
- Tempe Union High School District
- Awakening Seed, a private preK-5 school
- Arizona State University College of Education

CONTACT INFO

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Waycross College

Activity-Based Science Program with College Mentors in the Elementary School Classroom

Part of the University System of Georgia, Waycross College serves eight counties in southeast Georgia adjacent to the Okefenokee Swamp. In collaboration with Wacona Elementary School, the Waycross TSP program encourages inquiry-based science activities in K-5 classrooms, with community college science majors acting as collaborative assistants. The program began in fall 2001 with teams of two Teaching Scholars visiting classrooms three or four times per semester.

The Waycross TSP program aims to promote systemic change in the delivery of the elementary science curriculum at Wacona Elementary School. TSP team members share their knowledge of inquiry-based teaching methods and content assessment with the K-5 teachers. Content assessment instruments for the K-5 students include pre- and post-testing and standardized exams. Reports generated by the Teaching Scholars and K-12 teacher attitude surveys help enhance TSP program delivery.

Program Highlights

- Subject area: elementary general science
- Number of Teaching Scholars in pilot project: 24 per semester
- Field experience: 6 hours per semester in classroom
- Participation by 30 elementary teachers
- Development of WebCT course for Teaching Scholars, TSP college faculty, and one elementary teacher from each grade level
- College faculty monitors Teaching Scholars' presentations directly in K-5 classrooms
- Service learning experience

Partners

- Wacona Elementary School
- Okefenokee Regional Educational Services Agency

CONTACT INFO

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Waycross, GA 31502
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Resources

Committee on Science and Mathematics Teacher Preparation. 2001. *Educating Teachers of Science, Mathematics, and Technology: New Practices for the New Millennium*. Washington, DC: National Academy Press.

Loucks-Horsley, Susan, Peter W. Hewson, Nancy Love, and Katherine E. Stiles. 1998. *Designing Professional Development for Teachers of Science and Mathematics*. Thousand Oaks, CA: Corwin Press, Inc.

National Science Foundation. 1996. *National Science Foundation Activities in Support of Two-Year College Science, Mathematics, Engineering, and Technology Education: A Report of the Division of Undergraduate Education.*

TSP Partner Organizations and Institutions

Council of Independent Colleges
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CIC – TSP Colleges
Carroll College, WI
Central Methodist College, MO
Drury University, MO
Millikin University, IL
North Central College, IL
Pfeiffer University, NC
St. Edward's University, TX
St. Joseph's College, IN
West Virginia Wesleyan College, WV
Widener University, PA

ICO – TSP Colleges
Allegheny College, PA
Augsburg College, MN
Calvin College, MI
Illinois Wesleyan University, IL
Kalamazoo College, MI
Macalester College, MN
St. Lawrence University, NY
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